



NORTH CAROLINA  
**Presentation to NC Association of Career  
and Technical Education**

October 5, 2012



# Resources from Today

<http://thismeeting.wikispaces.com>

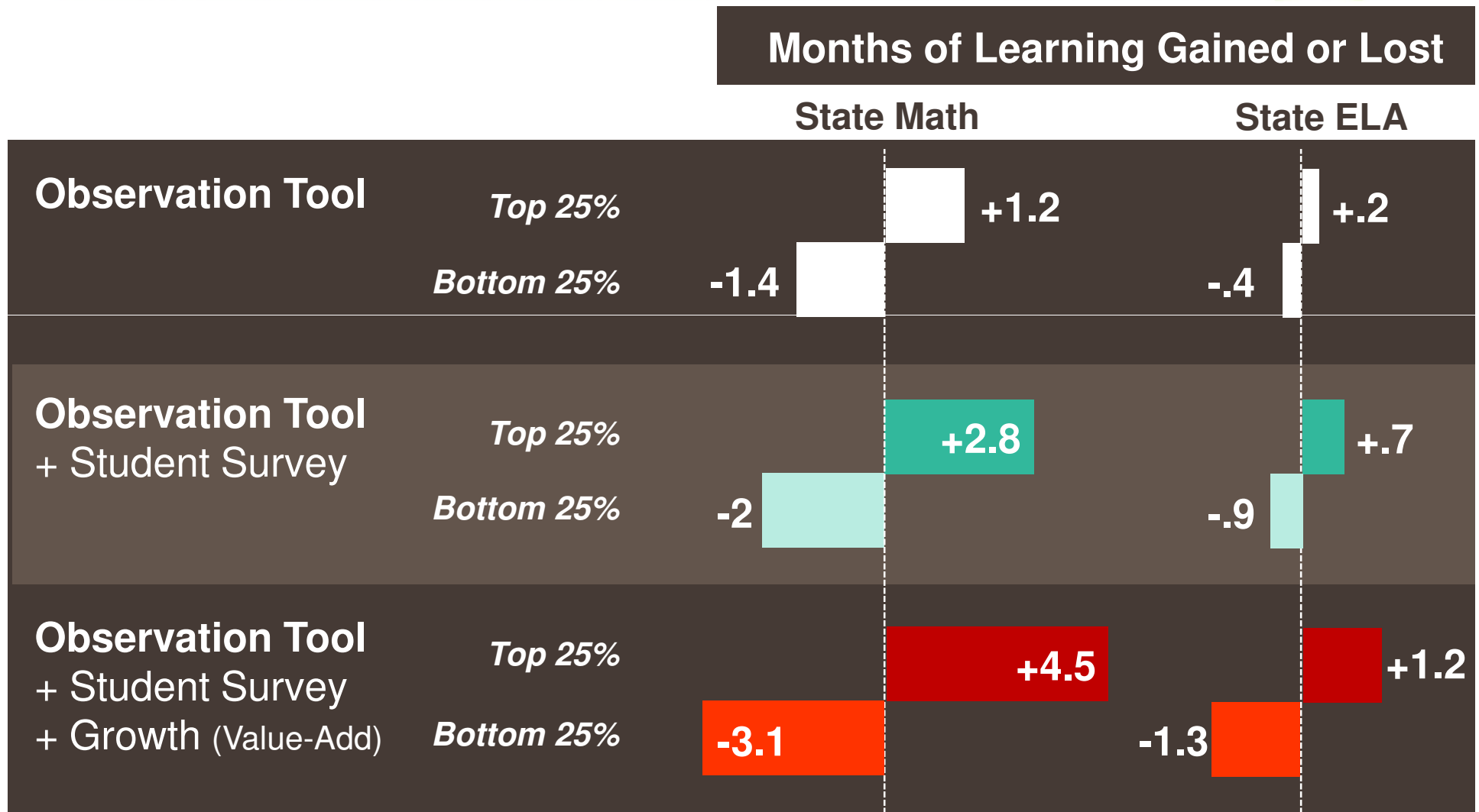
Click on “NCACTE”

# Educator Effectiveness Policies

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# Observation + Other Measures



# Standards 6 & 8 – The Basics



## Teachers

<b>1</b> Demonstrate Leadership	<b>2</b> Establish Environment	<b>3</b> Know Content	<b>4</b> Facilitate Learning	<b>5</b> Reflect on Practice	<b>6</b> Contribute to Academic Success
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## Principals (and other Administrators)

<b>1</b> Strategic Leadership	<b>2</b> Instructional Leadership	<b>3</b> Cultural Leadership	<b>4</b> Human Resource Leadership	<b>5</b> Managerial Leadership	<b>6</b> External Development Leadership	<b>7</b> Micro- political Leadership	<b>8</b> Academic Achievement Leadership
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# Growth Model

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## Teachers



Standard 6 and 8  
are measures of

# Growth

## Principals





# Growth Model

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## Teachers



We will use

## Educator Value-Added Assessment System **EVAAS**

## Principals



for standards 6 & 8 when possible

# Ratings



## Teachers



## Principals



**How will the ratings on  
Standards 6 & 8 work?**



# Teacher Ratings Categories



## Teachers



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished



### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

# Principal Rating Categories



## Principals



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished

### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

# Ratings



## Teachers



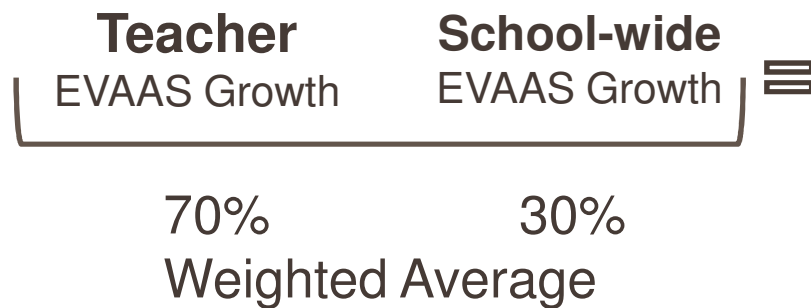
5 Rating Categories

3 Ratings Categories

## Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

# Teacher Ratings in 2011-12



## Yearly Rating

6

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

## Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

**Note:** *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

# Teacher Ratings in 2011-12



## Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

# 6

Teacher-level EVAAS reports available at end of September 11 (estimated)

Teacher sixth standard ratings available at end of September

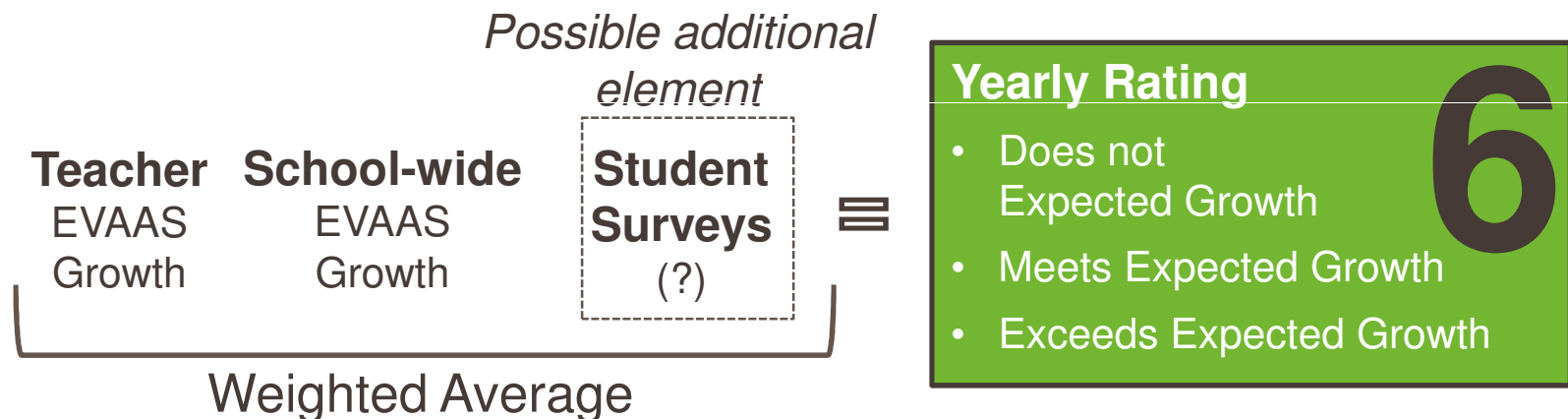
Sixth standard ratings available in two locations:

1. Rating only will be back-populated into the McREL tool and available to see on the 2011 – 2012 summary rating forms
2. Rating and component data available in EVAAS

# Teacher Ratings in 2012-13



2012 – 2013 is the first year of data for all teachers and school administrators who have their own data



# Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide  
EVAAS  
Growth**

=

## Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

**8**



# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



**What is the difference  
between Ratings and  
Status?**

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



## Ratings

- **Teachers**  
6 separate ratings to help teachers grow each year
- **Principals**  
8 separate ratings to help principals grow each year

## Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
  1. **In Need of Improvement**
  2. **Effective**
  3. **Highly Effective**

# Status and Standard 6 & 8

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**

# 3-Year Rolling Average



Rating from  
2012 - 2013

Rating from  
2013 - 2014

Rating from  
2014 - 2015

Standard 6	Standard 6	Standard 6
1.9 Met Expected Growth	-2.5 Did not meet Expected Growth	1.2 Met Expected Growth

$$\frac{1.9 + -2.5 + 1.2}{3}$$

$$= .2$$

**Met Expected Growth**  
3- year average rating on  
standard 6 for  
determining **status**

**Note:** A similar methodology applies to principals as well.

**Note:** The values above represent values from the MRM model in EVAAS.

# Three Years of Data

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Any three years of data attributable to a teacher or principal will be combined and used:

- Any grades
- Any subjects
- Any schools
- Any districts

The three years of data do not start until they are specific to that teacher and his or her students

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



So once a educator has a  
three-year average rating  
for Standard 6 or 8, how  
is **status** determined?

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective



# Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
<b>Standards 1-5</b> In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div>                     Demonstrate Leadership   Establish Environment   Know Content   Facilitate Learning   Reflect on Practice                 </div>		And/Or	And	And
<b>Standard 6</b> Three-year rolling average $\left( \begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

# Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support




		In Need of Improvement	Effective	Highly Effective
<b>Standards 1-7</b> In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div> <div>                     Strategic Leadership                      Instructional Leadership                      Cultural Leadership                      Human Resource Leadership                      Managerial Leadership                      External Development Leadership                      Micro-political Leadership                 </div>		And/Or	And	And
<b>Standard 8</b> Three-year rolling average $\left( \begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

# What Will Teachers See?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support





- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

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**Report:** School Value Added  
**School:** Turrentine Middle  
**District:** Alamance-Burlington Schools  
**Year:** 2011

**Test:** End of Course  
**Subject:** Algebra I

Standard	Status				
Standard One: Teachers demonstrate leadership.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Two: Teachers establish a respectful environment.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Three: Teachers know the content they teach.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Four: Teachers facilitate learning for their students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Five: Teachers reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard Six: Teachers contribute to the academic success of their students	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
More Details					
Overall Status	Needs Improvement		Effective	Highly Effective	
Determined by lowest standard score					
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Standard Six: Teachers contribute to the academic success of their students <a href="#">More Details</a>	Does Not Meet Expected Growth	Meets Expected Growth		Exceeds Expected Growth	
Overall Status	<div></div>				
	Needs Improvement	Effective		Highly Effective	
Determined by lowest standard score					
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Standard Six: Teachers contribute to the academic success of their students More Details	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
Overall Status	Needs Improvement		Effective	Highly Effective	
	Determined by lowest standard score				
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Reports Schools Tests/Subjects Print Export ? Help

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Standard Five: Teachers reflect on their practice.	Not Demonstrated Developing Proficient Accomplished Distinguished
Standard Six: Teachers contribute to the academic success of their students.	Not Demonstrated Developing Proficient Accomplished Distinguished

More Details

Year One (2009-2010)  
Individual Student Growth: -1.8  
School-wide Student Growth: .1  
Year One Growth: 1.23

Year Two (2010-2011)  
Individual Student Growth: 1.2  
School-wide Student Growth: .9  
Year One Growth: 1.11

Year One (2011-2012)  
Individual Student Growth: .7  
School-wide Student Growth: .9  
Year One Growth: .76

Three Year Rolling Average: .21

Overall Status	Needs Improvement	Effective	Effective
Determined by lowest standard score			
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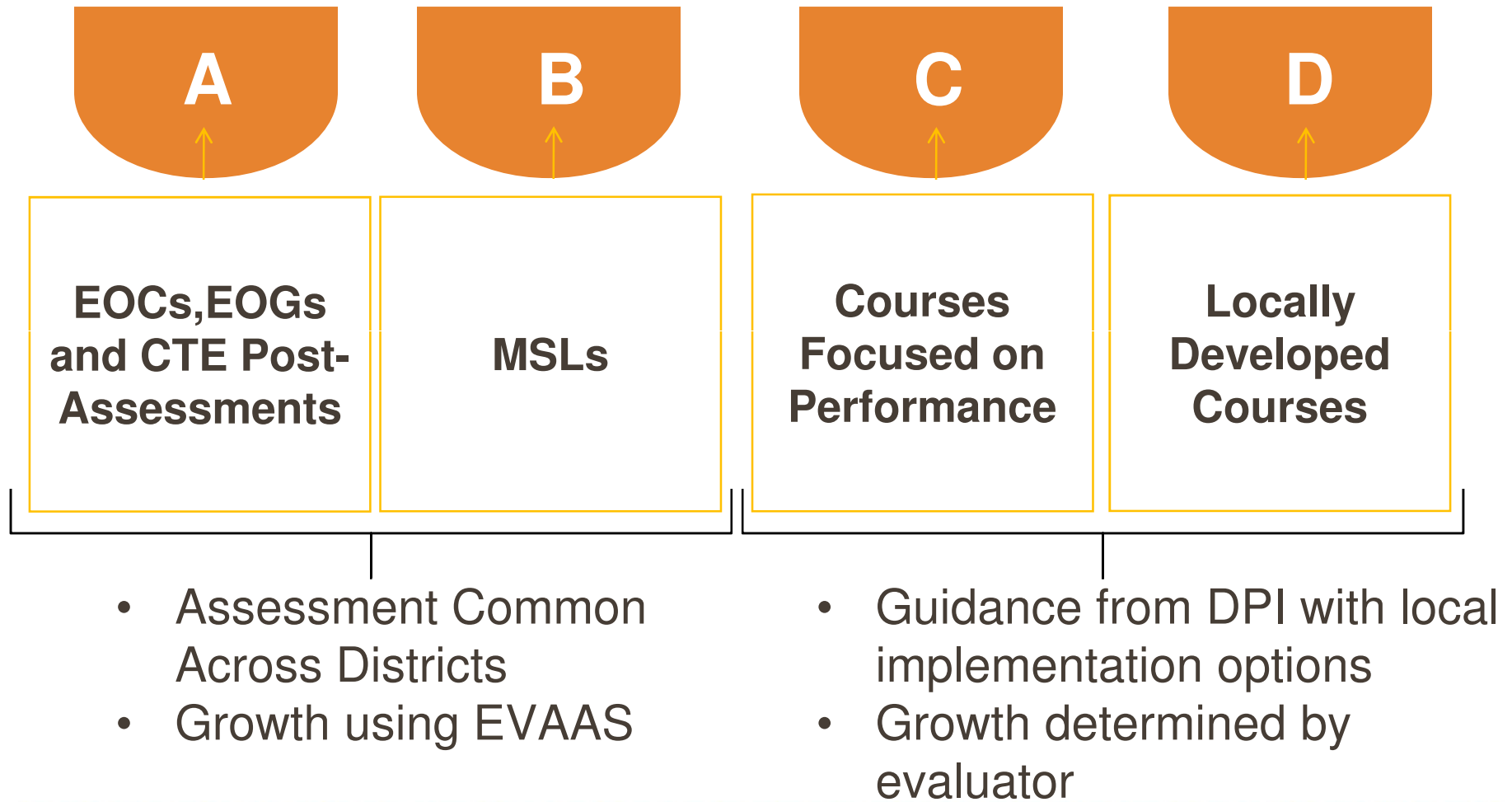
# Detail on the Sixth Standard Rating



# Measures of Student Learning/Common Exams



# Four Buckets of Assessments for Growth



# Measures of Student Learning

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## Measures of Student Learning/Common Exams

are being designed for non-tested subjects for district use to populated Standard 6

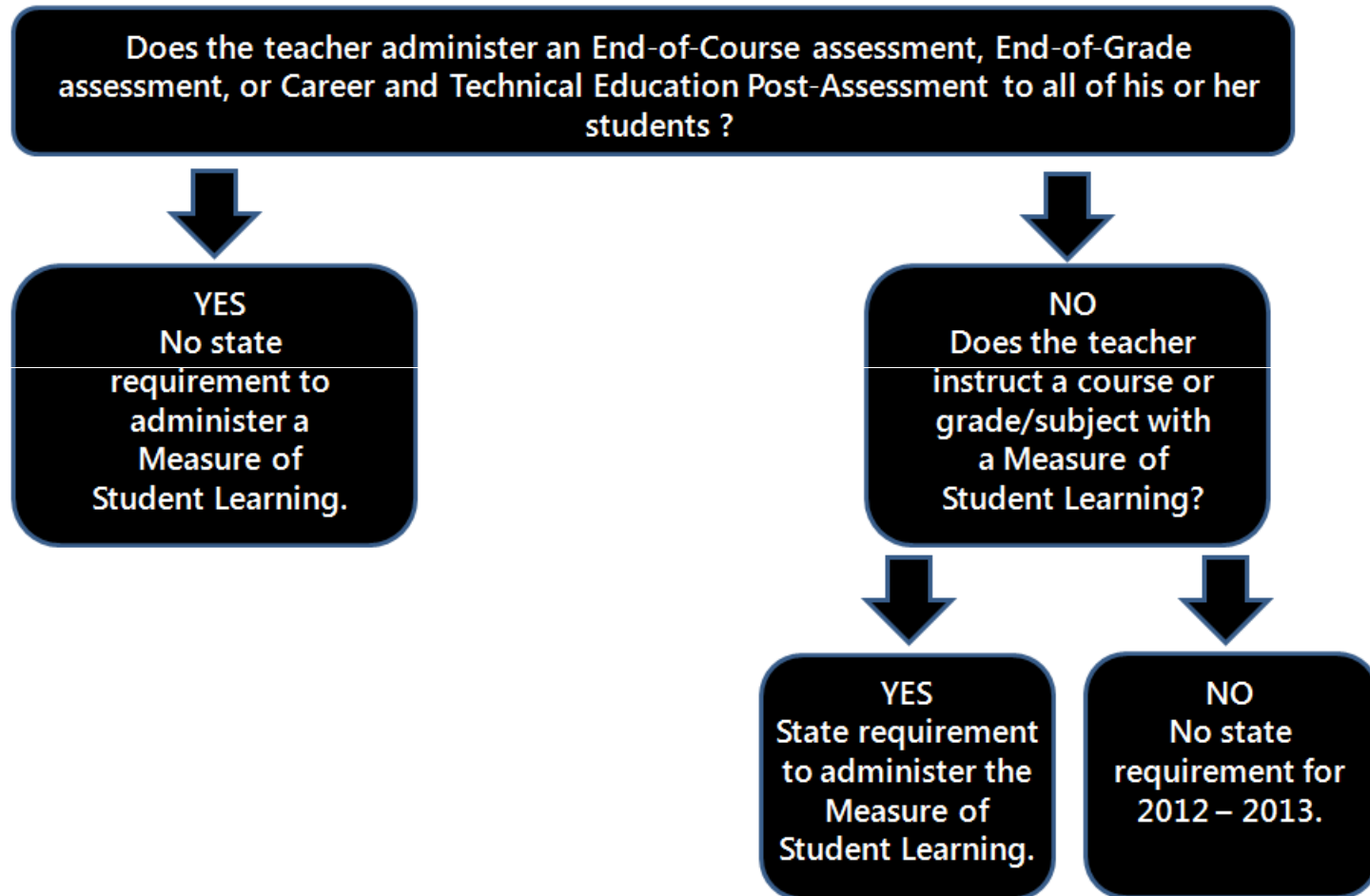
# Using Student Growth Guide

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- Provides information on what assessments must be administered, how growth will be calculated with assessment results, and how teacher growth values will be determined
- Divided into content/grade-specific sections

# Decision Tree for Administration



# CTE Post-Assessments

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- Many can be used for EVAAS value-added analysis
- Pre- and post-assessments can be used to generate a growth value

# Contact Information

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<http://www.ncpublicschools.org/educatoreffect/>